



杏林大学

Applying the “I” of CLIL to Professors when Preparing Students for EMI

Faculty of Social Sciences

総合政策学部

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Note: In general, when students are enrolled in EMI classes, the expectations are that they will not be able to fully understand content.

EMI

or

Deep Learning

Note: Students who choose this program plan to work in the global arena, so the program focuses on building business skills along with the ability to conduct that business in English.

GCP

**GLOBAL
CAREER
PROGRAM**



将来を考える・海外で学ぶ

- 半年または一年間の海外協定校への留学・短期語学研修
- グローバル・キャリアに向けたキャリア教育

Management

Economics

Law

Finance

**International
Relations**

Marketing

Global Health

Note: In order to give students their best chance to work in an English speaking environment, they will need to be able to talk about their field in English, so they begin to study content classes in English when they return from study abroad.



Note: When students were asked to complete these sentences, I wanted them to say the same thing for the first and third sentences, but they could not complete the third question because they do not understand the goals of EMI classes.

- 経営の授業で。

- In English class, I ...
- In Business Management class taught in English, I...
- What do you study?

科目
Introduction to Business
Introduction to Economics
Introduction to Global Health Issues
Introduction to International Relations

科目
Monetary Policy and Financial System
Fiscal Policy and Tax System in Japan
Culture and Business
Global Health and Social Justice
Marketing
History of Innovation & Science
Interdisciplinary Seminar I
Interdisciplinary Seminar II

Student's Perspective

- **Easy**
- **No Need to Prepare**
- **Complete Understanding**
- **Lateness is Understood / Expected**
- **No Uncomfortableness With Japanese**

Note: The response of the first group of students to take EMI classes shows that they did not feel content was important when they studied in English.

Professor's Perspective

- Lack of Understanding
- Lack of Preparation
- Lack of Language Skills

Note: In order to develop a real program, “or” is not good enough. I want both strong English language skills AND deep understanding of the content and business skills students will need in their future workplace.

EMI

~~or~~ and

Deep Learning

Needs

- Language Skills

- Background Knowledge

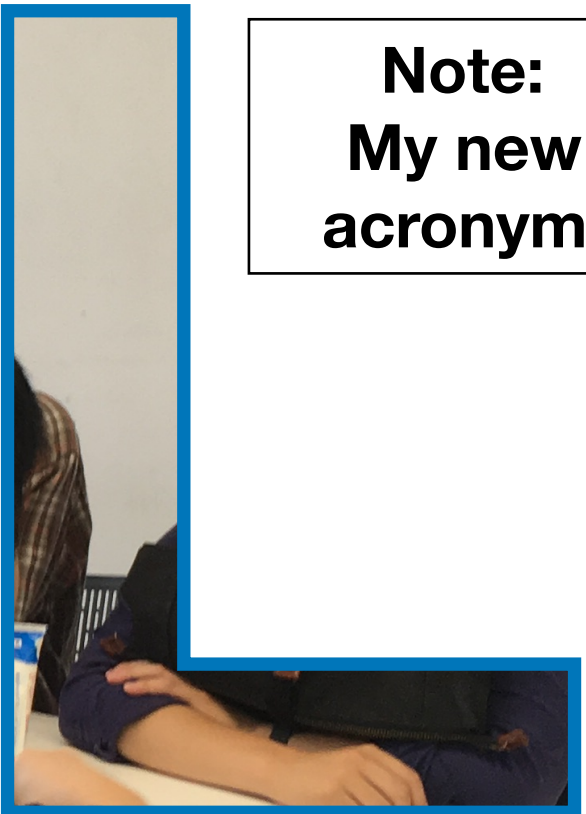
- Specific Vocabulary

- Mindset

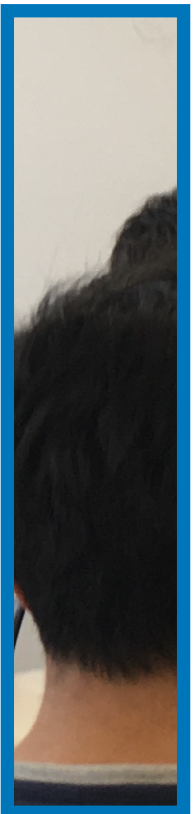
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Note: As a language teacher, I understand how to develop the first and last items on this list, but I need help to be sure that I am meeting the expectations of the content professors in preparing the students for future EMI classes.

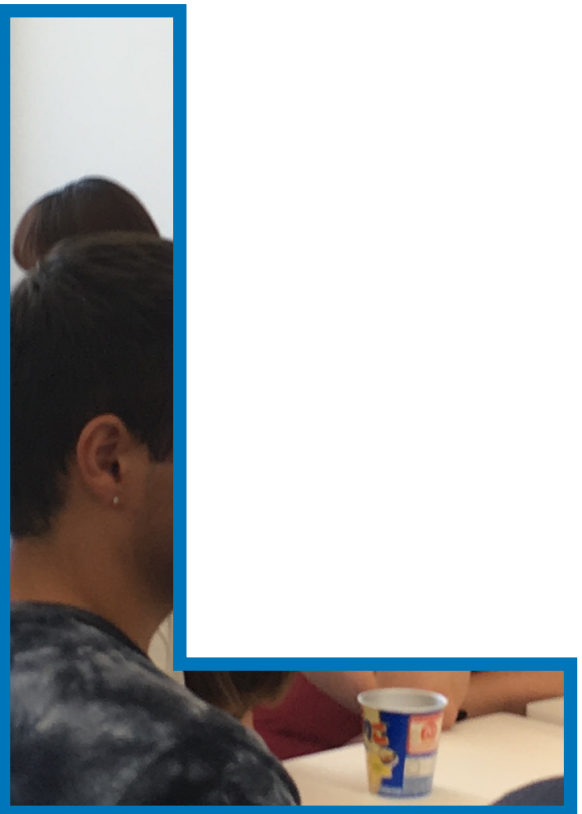
**Note:
My new
acronym.**



Leadership



Integrating



**Professors
Language**

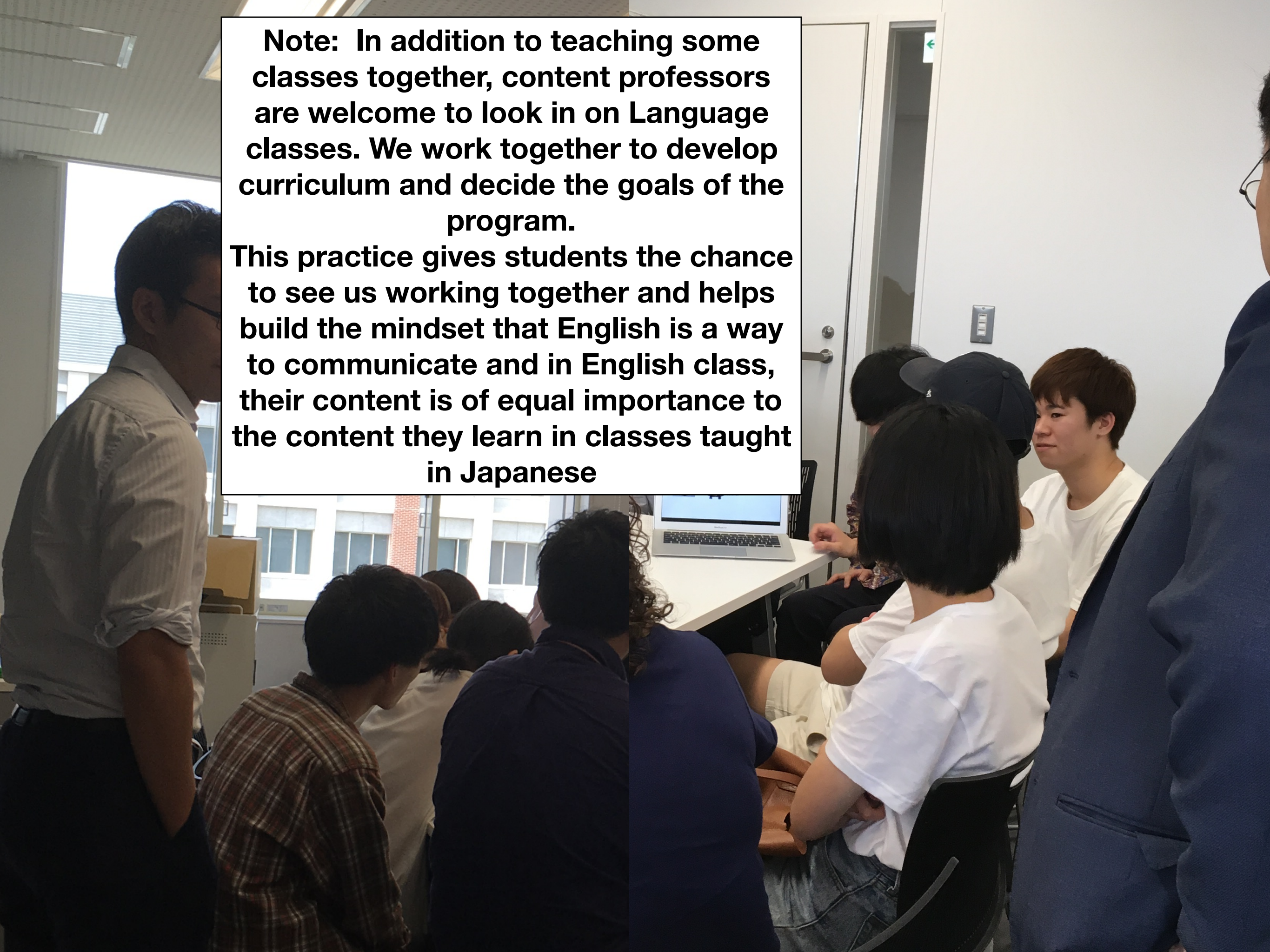


and

**Professors
Content**

Note: In addition to teaching some classes together, content professors are welcome to look in on Language classes. We work together to develop curriculum and decide the goals of the program.

This practice gives students the chance to see us working together and helps build the mindset that English is a way to communicate and in English class, their content is of equal importance to the content they learn in classes taught in Japanese



 Paired Teaching

AND

 Paired Classes

Paired Teaching

Re-ENFORCED LEARNING

- Accountability
- Responsibility

Paired Classes

Discussion / Writing

- Life Events
- Family Values
- Education
- Entertainment
- Health
- Aging Population
- Work
- Cultural Beliefs/Customs
- Famous People
- Sports
- Food
- Technology

Note: In most discussion or writing classes, content is very general and does not necessarily reinforce content from other classes.

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Introduction to Economics
Introduction to Global Health Issues
Introduction to International Relations

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Interdisciplinary Seminar II

Paired Classes

Interdisciplinary Seminar

Me + All EMI Teachers

- Discussion Skills
 - Forming Good Questions
 - Leading Discussion
- Internalizing Content
 - Reading/Researching
 - Applying, Analyzing, Evaluating

Note: In order to reinforce content, I have changed the “normal” discussion topics for the content topics taught in students’ EMI classes.

Two Credits + One

- EMI class
 - Content
 - Rich Background
- Writing Workshop
 - Rich Topics
 - Purposeful
 - Deepens Content Knowledge

Note: In order to support EMI professors, I have changed the “normal” writing class topics for the content topics taught in students’ EMI classes. In this way, students choosing to make the extra effort to write in English, can get credit for that work and the content professors do not have to teach or oversee the development of writing skills

HowTo...

- Talk to Content Professors
- Look at Textbooks
- Look at Syllabi
- Talk to Students
- Read Up!

Every Class
is Part of a
Larger Goal

Week	Guest Professor	Topic	Remarks
1-3	— — —	Students learn about the structure and organization of a discussion. They also learn to develop questions that go deep into the topic.	
4			
5		Note: Content professors were asked to choose a week, and give a broad topic. Students were then to use that topic for the basis of the discussion they prepared. Students were leaders of topics for classes which they were currently taking or had a strong interest in. Each student had the role of “Discussion Leader” at least three times during the course.	
6			
7			
8			
9	-----	Reflection on Skills and Content	
10			
11			
12			
13			
14			
15	-----	Oral Assessment	

Note: Example Discussion Class Outline

Guest Professor	Topic
— — —	Students learn about the structure and organization of a discussion. They also learn to develop questions that go deep into the topic.
Professor of Finance	Corporate finance: How to raise capital for your new business.
Professor of Business	Women in Management, Food Waste Management, Climate Change Regulations
Professor of Health Policy Studies	Ethics in Cloning (1)
Professor of Health Policy Studies	Ethics in Cloning (2)
US College Students	Social Topics...
— — — — —	Reflection on Skills and Content
Professor of Marketing	Opening a new shop...
Professor of Politics	Low Voter Turnout / Online Voting
Professor of Business	Management of Personnel in the case of Maternity Leave; Foreign Employees; Transfers
Professor of Medicine	Sustainable Medical Care for the Developing World
Professor of International Relations	Free Trade; Failed States
— — — — —	Oral Assessment

Note: Content professors were not responsible for grading. Students were expected to prepare, so professors joined the class as discussion participants. This format made participation easy for busy content professors. Students also saw the interaction between the Language professor and Content professors and better understood how the two types of study are related.

Content Professor's Perspective

- Deeper Understanding**
- Insight into Student's Comprehension**
- Fun, Easy Class**
- A good form of Faculty Development**

Student's Perspective

- The purpose of discussion is ...
- Are you doing that?
- Does this class help you understand and think about the topics you are learning in other classes?
- Which topics that we discussed so far have been the most
 - important to you?
 - interesting?
 - helpful to learn something new?
- Which topics are you looking forward to?
- Are there any other topics you would like to discuss?
- to learn / share ideas
- 100% positive answers, 8 also mentioned that it was difficult, 3 of those 8 also mentioned specific classes or topics that they understood more
- most students gave academic topics

Note: This model is a work in progress. Planning and coordination is very difficult since we are busy, but willingness to work together and a joint vision for the success of our program make the effort needed to have Content professors and Language professors Integrating classroom Leadership is not wasted. We see that students learn more when we work together.

Language Teacher's Perspective

Concerns

- **Planning**
- **Coordinating**
- **Engaging Students of all Levels**

Victories

- **Depth of Understanding**
- **Student Interaction**
 - **each other**
 - **subject matter**
 - **content professors**